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ABSTRACT

Outcome data are presented for students who participated in the 1985-1986 College Discovery and Development (CDD) program, which is affiliated with the City University of New York, and provides basic skills instruction in reading, writing, and/or mathematics. Information is included on the participants rate; reading, writing, and mathematics test results; and attendance by school and by grade. Full-year students were tested with standardized, norm-referenced tests, while half-year students were assessed using criterion-referenced tests. Pretest and posttest scores were used to determine program effectiveness in remediating basic skills deficiencies. For 1985-1986, 647 students from three Chapter 1-funded high schools participated in CDD reading and writing classes, and 296 students received CDD mathematics instruction. CDD met its overall program evaluation objectives for full-year and half-year writing students and for half-year mathematics students, but not for full-year mathematics students. Of full-year students with valid scores, 67% met the reading objective. In writing, 81% of full-year students and 77% of half-year students met the objective. Of those with complete mathematics results, 63% full-year and 79% half-year students met the objectives. (Author/SW)

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COLLEGE DISCOVERY AND
DEVELOPMENT PROGRAM
STUDENT OUTCOME DATA
1985-86
END-OF-YEAR REPORT

OEA Evaluation Report

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ABSTRACT

Overall, 647 students from three Chapter I-funded high schools participated in 1985-86 College Discovery and Development (C.D.D.) reading and writing classes, and 296 students received C.D.D. mathematics instruction.

C.D.D. met its overall program evaluation objectives for full-year and half-year writing students and for half-year mathematics students, but not for full-year mathematics students. Of full-year students with valid scores, 67 percent met the reading objective. In writing, 81 percent of full-year students and 77 percent of half-year students met the objective. Of those with complete mathematics results, 63 percent full-year and 79 percent half-year students met the objectives.

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CHAPTER I
COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM
STUDENT OUTCOME DATA
1985-86
END-OF-YEAR REPORT

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I. OVERVIEW

The Office of Educational Assessment /High School Evaluation Unit (O.E.A./H.S.E.U.) annually evaluates the Chapter I funded College Discovery and Development Program. College Discovery and Development, affiliated with the City University of New York, is a basic skills program providing reading, writing and/or mathematics instruction to students in three Chapter I-funded (Seward Park, Theodore Roosevelt, and Thomas Jefferson) and two tax-levy (Jamaica, Port Richmond) New York City High Schools.

This report provides outcome data, overall and by school, only for students who participated in the three Chapter I-funded College Discovery and Development schools during 1985-86. The report includes the number of students in the program, their reading, writing and mathematics test results, and their attendance by school and by grade.

Full-year students are tested with standardized, norm-referenced tests (N.R.T.s) administered in the fall and spring. N.R.T.s are standardized and nationally normed on a full-year cycle. The progress of students in the program for less than a full year (half-year students) is assessed using criterion referenced tests (C.R.T.s) designed to measure specific skill deficiencies and skills mastery. Criterion-referenced tests are used instead of norm-referenced tests to measure improvement in half-year students, since C.R.T. results, which are not based on a comparison with a normative sample, are meaningful at different points in time.

Pretest and posttest scores are used to determine program effectiveness in remediating basic skills deficiencies in all areas (reading, writing, and mathematics). Only results for students who have both pretest and posttest scores are reported since program effectiveness is determined by changes in student scores from the pretest to the posttest.

Reading and mathematics scores of full-year students are reported in normal curve equivalents (N.C.E.s). N.C.E.s are similar to percentiles. They provide a standard against which students at a specific grade level are compared. An increase in individual achievement is expressed relative to the increase in achievement of all students in the same grade.

The evaluation objective of the program stipulates that improvement should be greater than the expected improvement without the "treatment" of the program. To demonstrate progress that is greater than expected, a full-year student must show greater improvement than would be expected by chance and normal academic growth. An actual posttest score above the anticipated posttest score may be attributed to the additional "treatment" of the program. Thus a full-year student who has a higher posttest than pretest N.C.E. score has met the evaluation objective.

II. SUMMARY OF FINDINGS

READING AND WRITING INSTRUCTION

Results for Full-Year Students

Most College Discovery and Development students receive instruction in both reading and writing. In the 1985-86 school year, 324 students were enrolled in reading and writing for the full year.

Reading improvement was assessed in fall, 1985 using the Comprehensive Test of Basic Skills (C.T.B.S.). Level H is used with ninth- and tenth-grade students, and level J with eleventh and twelfth graders. To meet College Discovery and Development's reading objective, 70 percent of full-year students must demonstrate an N.C.E. gain from the pretest to the posttest. Ninety-nine percent of full-year students had valid reading scores which could be used in assessments of reading improvement. Sixty-seven percent of these students met the evaluation objective, slightly less than the 70 percent target.

To meet the writing objective, 70 percent of the participants in the writing component must improve their writing skills, based on standard writing samples given at the beginning and end of the period, and judged by teachers using holistic scoring methods. Ninety-eight percent of full-year writing students had valid writing scores. Eighty-one percent of these students met the evaluation objective, surpassing the program's evaluation objective.

Results for Half-Year Students

Although College Discovery and Development is designed to provide reading and writing instruction for the full year, some students receive only a single term of instruction, either because they entered or left school during the academic year or because of difficulties in programming them for these classes. Because the test used to assess reading improvement measures full-year growth and is inappropriate for use with half-year students, reading results are not presented. However, writing improvement can be assessed during a single term. These results are presented here. During the 1985-86 school year, 323 students were enrolled in writing for only a single term. Thirty-five percent of these students had valid writing scores.* Seventy-seven percent of these students met the evaluation objective.

MATHEMATICS INSTRUCTION

Results for Full-Year Students

During the 1985-86 school year, 154 College Discovery and Development students received mathematics instruction for a full year. Forty-two percent of these students had valid scores.

The Stanford Test of Academic Skills is the N.R.T. used to assess the mathematics achievement of full-year students. Level

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* The low percentage of students with valid data for the half year is probably a result of student mobility and programming difficulties. Since students are expected to remain in College Discovery and Development for the entire year -- many would not have the necessary pretest and/or posttest to assess the program's writing objective.

I is administered to ninth- and tenth-grade students and level II is used with eleventh and twelfth graders. To meet the mathematics objective, 70 percent of full-year students must show a gain between their pretest and posttest N.C.E. Sixty-three percent of full-year students met the objective, slightly fewer than the program's evaluation objective.

Results for Half-Year Students

Because some students may need less than a full year of mathematics remediation, College Discovery and Development also provides only a single term of math instruction and administers a C.R.T. to assess progress in students receiving instruction for less than the full year. A total of 142 half-year students participated in College Bound mathematics classes. Of these, twenty-four percent had valid scores. To meet the program's evaluation objective, at least 70 percent of students in the program for less than a year had to master one new mathematics skill for every 20 days of instruction. Seventy-nine percent of the half-year students met this goal, thus surpassing the program's evaluation objective.

III. OVERALL RESULTS

As shown in Tables 1 and 2, overall 647 students from three Chapter I-funded high schools participated in 1985-86 College Discovery and Development reading and writing classes, and 296 students received College Discovery and Development mathematics instruction.

The College Discovery and Development Program met its overall program evaluation objectives for full-year and half-year writing students and for half-year mathematics students. It did not meet its overall objective for full-year reading and full-year mathematics students. Among full-year students with valid reading scores, 67 percent met the reading objective. In writing, 81 percent of full-year students and 77 percent of half-year students met the objective. Among those with complete mathematics results, 63 percent of full-year and 79 percent of half-year students met the objectives.

College Discovery and Development students had good attendance. Of those in reading and writing classes, full-year students had an 86 percent attendance rate and half-year students had an 81 percent attendance rate. Among those receiving mathematics instruction, full-year students had an attendance rate of 73 percent and half-year students averaged 74 percent attendance. Results are presented by school in the following tables.

TABLE 1

COLLEGE DISCOVERY READING AND WRITING PROGRAM 1985-1985
NORMED-REFERENCED AND CRITERION-REFERENCED TEST RESULTS

TYPE	GRADE	NUMBER OF STUDENTS	ATTENDANCE RATE IN %	NUMBER WITH VALID READING	MEAN FALL NCE	MEAN SPRG NCE	PERCENT MEETING READING GOAL	NUMBER WITH VALID WRITING	PERCENT MEETING WRITING GOAL
FULLYEAR	9	71	81.1	68	31.0	31.1	48.5	71	71.8
	10	122	85.9	121	17.2	25.4	81.8	120	86.7
	11	93	87.3	92	28.0	31.2	60.9	90	83.3
	12	38	89.7	38	29.4	29.1	63.2	35	77.1
TOTAL		324	85.5	319	24.7	28.7	66.5	316	81.3
HALF YEAR	9	88	75.0	0				26	80.8
	10	120	83.7	0				47	74.5
	11	77	83.4	0				31	77.4
	12	38	84.9	0				10	80.0
TOTAL		323	81.3	0				114	77.2
TOTAL		647	83.2	319	24.7	28.7	66.5	430	80.2

TABLE 2

COLLEGE DISCOVERY MATH SKILLS PROGRAM
NORMED-REFERENCED AND CRITERION-REFERENCED TEST RESULTS

TYPE	GRADE	NUMBER OF STUDENTS	ATTENDANCE RATE IN %	NUMBER WITH VALID SCORES	NUMBER OF SKILLS MASTERED	MEAN FALL NCE	MEAN SPRG NCE	PROPORTION MEETING OBJECTIVE
FULLYEAR	9	80	67.9	33		34.4	38.7	69.7
	10	67	79.0	31		32.7	35.9	54.8
	11	7	72.1	0				
TOTAL		154	73.1	64		33.6	37.3	62.5
HALF YEAR	9	57	70.5	12	8.5			83.3
	10	64	74.2	14	9.1			64.3
	11	19	80.4	8	11.1			100.0
	12	2		0	7.0			
TOTAL		142	74.2	34	9.2			79.4
TOTAL		296	73.3	98	9.2	33.6	37.3	68.4

COLLEGE DISCOVERY READING AND WRITING PROGRAM 1985-1985
NORMED-REFERENCED AND CRITERION-REFERENCED TEST RESULTS

SCHOOL	TYPE	GRADE	NUMBER OF STUDENTS	ATTENDANCE RATE IN %	NUMBER WITH VALID READING	MEAN FALL NCE	MEAN SPRG NCE	PERCENT MEETING READING GOAL	NUMBER WITH VALID WRITING	PERCENT MEETING WRITING GOAL
SEWARD PARK	FULLYEAR	10	84	87.5	84	15.3	24.0	86.9	82	91.5
		11	60	90.6	60	22.0	29.0	73.3	57	77.2
		12	35	89.3	35	29.3	28.7	65.7	32	75.0
	TOTAL		179	88.8	179	20.3	26.6	78.2	171	83.6
	HALF YEAR	10	16	88.0	0				9	77.8
		11	10	93.0	0				4	50.0
		12	18	88.0	0				2	0.0
	TOTAL		44	89.3	0				15	60.0
SCHOOL TOTAL			223	88.9	179	20.3	26.6	78.2	186	81.7

COLLEGE DISCOVERY READING AND WRITING PROGRAM 1985-1985
NORMED-REFERENCED AND CRITERION-REFERENCED TEST RESULTS

SCHOOL	TYPE	GRADE	NUMBER OF STUDENTS	ATTENDANCE RATE IN %	NUMBER WITH VALID READING	MEAN FALL NCE	MEAN SPRG NCE	PERCENT MEETING READING GOAL	NUMBER WITH VALID WRITING	PERCENT MEETING WRITING GOAL
THEODORE ROOSELVELT	FULLYEAR	9	65	81.7	63	30.8	31.6	52.4	65	69.2
		10	20	86.2	19	21.3	26.5	73.7	20	75.0
		11	8	82.2	8	39.7	41.4	50.0	8	87.5
		12	3	93.1	3	30.3	34.3	33.3	3	100.0
	TOTAL		96	83.0	93	29.6	31.4	55.9	96	72.9
	HALF YEAR	9	57	74.4	0				9	55.6
		10	50	80.4	0				20	60.0
		11	32	79.3	0				13	69.2
		12	17	82.2	0				8	100.0
	TOTAL		156	78.2	0				50	68.0
SCHOOL TOTAL			252	80.0	93	29.6	31.4	55.9	146	71.2

COLLEGE DISCOVERY READING AND WRITING PROGRAM 1985-1985
NORMED-REFERENCED AND CRITERION-REFERENCED TEST RESULTS

SCHOOL	TYPE	GRADE	NUMBER OF STUDENTS	ATTENDANCE RATE IN %	NUMBER WITH VALID READING	MEAN FALL NCE	MEAN SPRG NCE	PERCENT MEETING READING GOAL	NUMBER WITH VALID WRITING	PERCENT MEETING WRITING GOAL
THOMAS JEFFERSON	FULLYEAR	9	6	74.3	5	33.6	25.2	0.0	6	100.0
		10	18	80.3	18	21.5	30.4	66.7	18	77.8
		11	25	84.3	24	39.1	33.1	33.3	25	96.0
	TOTAL		49	81.5	47	31.8	31.2	42.6	49	89.8
	HALF YEAR	9	31	76.1	0				17	94.1
		10	54	85.6	0				18	88.9
		11	35	84.2	0				14	92.9
		12	3	85.2	0				0	
	TOTAL		123	82.8	0				49	91.8
SCHOOL TOTAL			172	82.4	47	31.8	31.2	42.6	98	90.8

COLLEGE DISCOVERY MATH SKILLS PROGRAM
NORMED-REFERENCED AND CRITERION-REFERENCED TEST RESULTS

SCHOOL	TYPE	GRADE	NUMBER OF STUDENTS	ATTENDANCE RATE IN %	NUMBER WITH VALID SCORES	NUMBER OF SKILLS MASTERED	MEAN FALL NCE	MEAN SPRG NCE	PROPORTION MEETING OBJECTIVE
SEWARD PARK	FULLYEAR	10	38	86.1	19		32.0	33.2	36.8
		11	1	89.6	0				
	TOTAL		39	86.1	19		32.0	33.2	36.8
	HALF YEAR	10	16	79.2	4	9.3			100.0
		11	4		0	14.3			
	TOTAL		20	79.2	4	10.6			100.0
SCHOOL TOTAL			59	85.4	23	10.6	32.0	33.2	47.8

COLLEGE DISCOVERY MATH SKILLS PROGRAM
NORMED-REFERENCED AND CRITERION-REFERENCED TEST RESULTS

SCHOOL	TYPE	GRADE	NUMBER OF STUDENTS	ATTENDANCE RATE IN %	NUMBER WITH VALID SCORES	NUMBER OF SKILLS MASTERED	MEAN FALL NCE	MEAN SPRG NCE	PROPORTION MEETING OBJECTIVE
THEODORE ROOSEVELT	FULLYEAR	9	76	67.4	32		34.2	38.4	68.8
		10	23	68.3	9		37.3	43.7	88.9
		11	3	60.9	0				
	TOTAL		102	67.4	41		34.9	39.6	73.2
	HALF YEAR	9	31	75.0	5	9.1			100.0
		10	20	77.8	3	8.9			100.0
		11	4	78.2	3	20.3			100.0
		12	2		0	7.0			
	TOTAL		57	76.8	11	10.1			100.0
SCHOOL TOTAL			159	68.7	52	10.1	34.9	39.6	78.8

COLLEGE DISCOVERY MATH SKILLS PROGRAM
NORMED-REFERENCED AND CRITERION-REFERENCED TEST RESULTS

SCHOOL	TYPE	GRADE	NUMBER OF STUDENTS	ATTENDANCE RATE IN %	NUMBER WITH VALID SCORES	NUMBER OF SKILLS MASTERED	MEAN FALL NCE	MEAN SPRG NCE	PROPORTION MEETING OBJECTIVE
THOMAS JEFFERSON	FULLYEAR	9	4	76.6	1		42.0	49.0	100.0
		10	6	68.3	3		23.0	29.3	66.7
		11	3	77.5	0				
	TOTAL		13	73.4	4		27.7	34.2	75.0
	HALF YEAR	9	26	67.2	7	8.0			71.4
		10	28	69.1	7	9.2			28.6
		11	11	81.7	5	7.0			100.0
	TOTAL		65	71.3	19	8.2			63.2
SCHOOL TOTAL			78	72.0	23	8.2	27.7	34.2	65.2